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ABSTRACT

This document presents two sets of data for Texas public institutions of higher learning: (1) the number of women faculty and (2) enrollment of racial and ethnic minority students. Text summaries and data tables for women include: full-time faculty, including tenured and tenure-track; full-time faculty new hires; full-time faculty promotions; executive, administrative, and managerial staff; minority women faculty at public universities and community and technical colleges; presidents and chancellors; and women on governing boards. The report notes that there continues to be a disparity between the number of men and women in full-time tenured positions, both at the university and at the community college level. Student enrollment, retention and degree-awarded data for public colleges and universities and community and technical schools are based on the period fall 1989 to fall 1995; data on faculty and professional staff are also included. It is noted that while the numbers of black and Hispanic students have increased, graduation and retention rates remain less than those for white students. Appended are cover pages of several reports that can be requested from the Texas Higher Education Coordinating Board, and a copy of a minority faculty and administrator registry form. (CH)

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Report on the Representation of Women and Minorities in Texas Public Institutions of Higher Education

HE 030 429

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The Texas Higher Education Coordinating Board was created by the Texas Legislature in 1965. It is charged with the responsibility to achieve "excellence for college education" for the people of Texas through the unified development of the Texas system of higher education: efficient and effective use of all resources; elimination of costly duplication in program offerings, facilities, and physical plants; and advocacy for adequate resources for the institutions to realize their full potential.

The Board consists of 18 members from across the state, appointed by the Governor with the advice and consent of the Texas Senate for six-year terms.

Report on the Representation of Women and Minorities in Texas Public Institutions of Higher Education

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The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

INTRODUCTION

Rider 28 (p. III-45) of the General Appropriations Act of the 74th Texas Legislature directed the Coordinating Board to report on the plans of each public institution of higher education in Texas to increase the representation of women and members of ethnic and racial minorities among administrators, faculty, professional staff, and students and the institutions' progress under the plans.

The third Texas Educational Opportunity Plan (Texas Plan), *Access and Equity 2000*, was adopted by the Board in 1994. *Access and Equity 2000* requires institutions to report on their plans for increasing minority representation and to report on the progress they make under the plans. On July 15, 1996, the institutions were due to submit their first *Access and Equity 2000* narrative progress reports to the Coordinating Board. However, by that time, the U.S. Fifth Circuit Court of Appeals' ruling in *Hopwood v. Texas* had placed the Texas Plan, its implementation, and its reporting cycle on hold. Although all institutions were encouraged to submit reports, many either did not or presented general reports without supporting data.

Although narrative information is not available on the plans and the progress of individual Texas institutions towards meeting the goals of increasing minority representation among administrators, faculty, and professional staff under their *Access and Equity 2000* plans, data on minority and women representation at all institutions has been presented from other sources, including data contained in different Coordinating Board advisory committee reports and the Access and Equity Texas Plan (TXP) series of reports.

The Council for Women in Higher Education was established by Commissioner Kenneth H. Ashworth as a result of Senate Concurrent Resolution 52 of the 72nd Texas Legislature. This advisory committee assessed the underrepresentation of women as tenure-track faculty, as presidents, and as members of governing boards in Texas public higher education from 1991-1993. In 1994, the Commissioner appointed the Advisory Committee on Women and Minority Faculty and Professional Staff to fulfill the recommendations of the *Access and Equity 2000* plan. This included a charge to develop strategies for increasing the number and proportion of minority faculty, administrators, and professional staff in Texas higher education. This was to be implemented through identifying, analyzing, reviewing proven methods from across the state and nation. The committee presented its final report to the Coordinating Board in January 1997 (a copy is attached as Appendix 1). In particular, the committee reported on the recruitment, promotion and retention of women and minority faculty and professional staff at Texas public institutions of higher education.

Part 1 of this report analyzes the representation of women in Texas public institutions of higher education. Part 2 covers the representation of racial and ethnic minorities in Texas public institutions of higher education.

Part 1: The Representation of Women in Texas Public Institutions of Higher Education

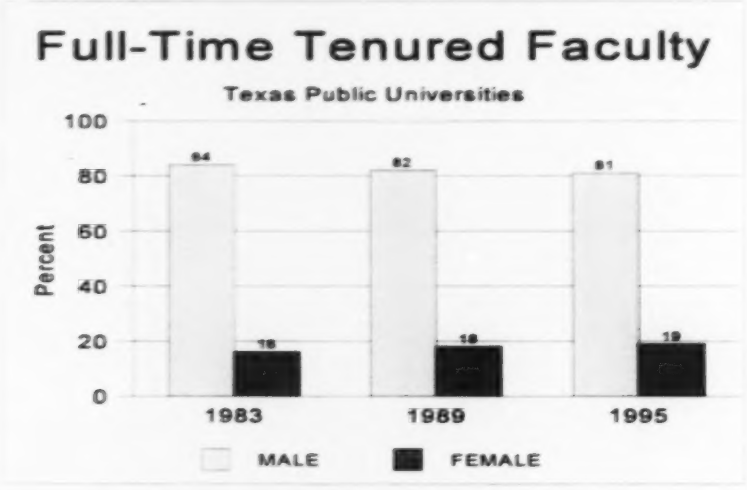
Full-Time Faculty

In 1983, women represented nearly one-fourth of the full-time faculty in Texas public universities. Women increased gradually from 1983 to 1995 to represent nearly one-third of the full-time university faculty members. Men correspondingly decreased as a percentage of full-time university faculty as universities made gradual but concerted efforts to increase the hiring of full-time female faculty. Positions are often available only as a result of either attrition or development of new degree programs.

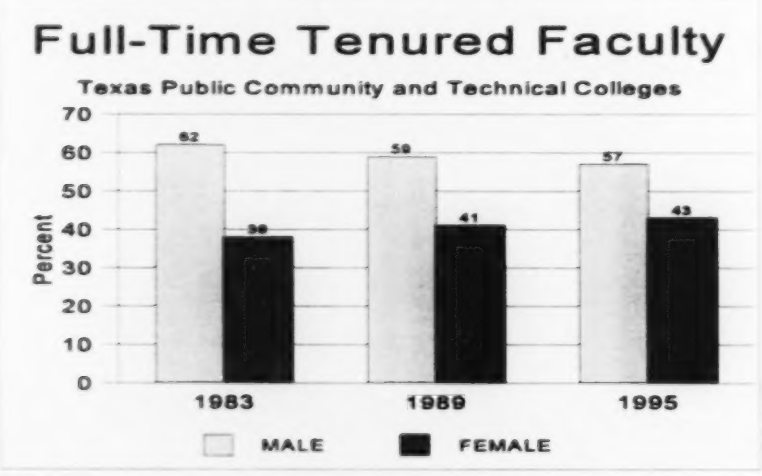
At public community and technical colleges, the gap between the percentage of male and female faculty narrowed significantly from 1983 to 1995, changing from 60 percent male, 40 percent female in 1983 to 54 percent male, 46 percent female in 1995. The increased percent of female faculty is a positive change since there are student enrollments of more than 50 percent women in both types of institutions.

Full-Time Tenured Faculty

Males dominate the ranks of tenured faculty at public universities. Percentages have changed little between 1983 and 1995. In 1995, women still represented less than one-fifth of the full-time tenured faculty at universities.

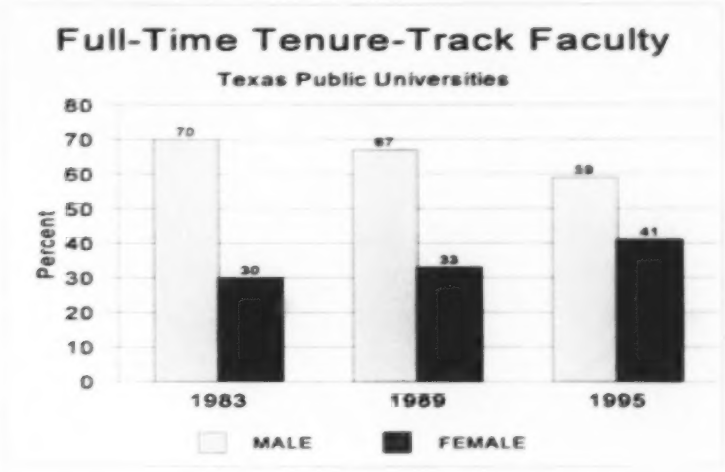


Fewer than half of the public community and technical colleges offer tenure to their faculty. However, a review of data on full-time tenured faculty in community and technical colleges indicates that the gap between the percentages of tenured men and women narrowed consistently and continuously from 1983 to 1995.

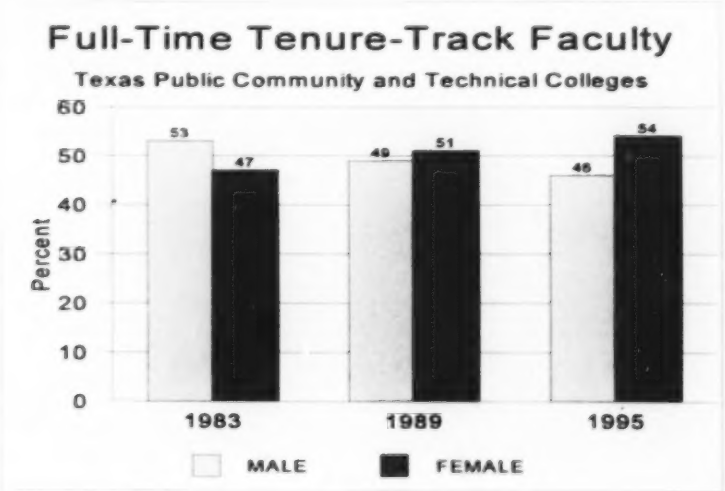


Full-Time Tenure-Track Faculty

The gap between male and female tenured faculty at Texas public universities may narrow in the coming years because women account for a growing proportion of the tenure-track faculty. Between 1983 and 1995, the percentage of women tenure-track faculty increased from 30 to 41 percent.



At public community and technical colleges, the representation of men and women in full-time tenure track faculty positions reached equity in 1989, and in 1995 women accounted for more than one-half of the faculty in this category. As with the universities, this means that the number of women holding tenured positions at community colleges should increase in the future.

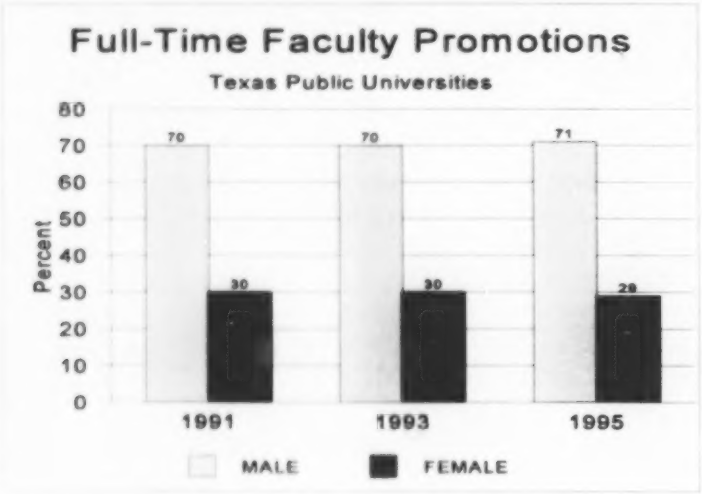


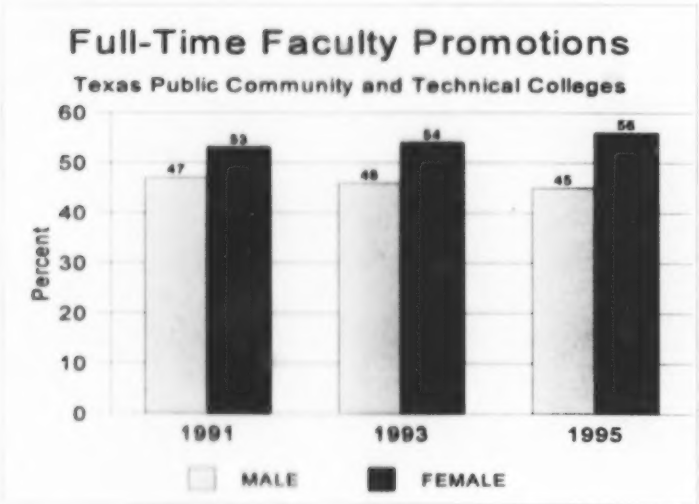
Full-Time Faculty New Hires

From 1991 to 1995, the percentage of women newly hired as full-time faculty in public universities remained nearly constant from 45 percent to 44 percent. At public community colleges, however, women accounted for 57 percent of faculty in this category in 1991. By 1995, women had decreased to 51 percent.

Full-Time Faculty Promotions

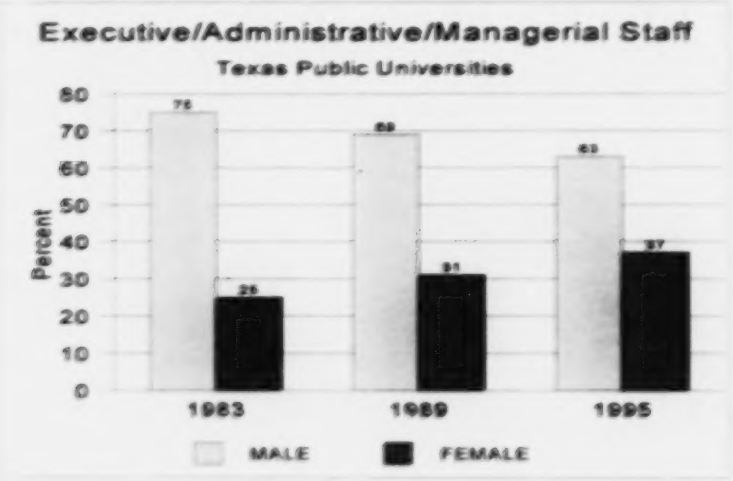
Since 1991, full-time women faculty at Texas public universities have not made progress in receiving promotions. In 1991 and 1993, women received only 30 percent of the promotions granted to full-time public university faculty, decreasing to 29 percent in 1995. At public community and technical colleges, women received 53 percent of the promotions granted to full-time faculty in 1991, increasing to 56 percent by 1995.



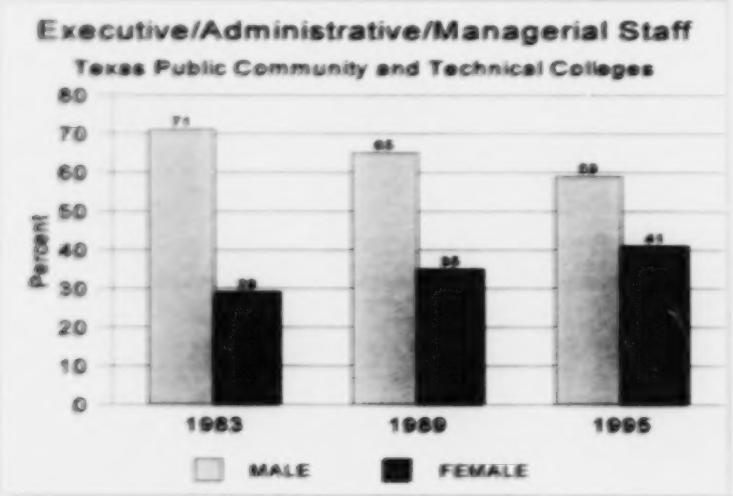


Executive/Administrative/Managerial Staff

Recruitment efforts were evident at the executive, administrative, and managerial staff levels in both public universities and public community and technical colleges. The percentage of women in this category increased at universities from 25 percent in 1983 to 37 percent in 1995, while the percentage of men decreased from 1983 to 1995 from 75 percent to 63 percent.



During that same period, the percentage of women in executive, administrative, or managerial staff positions in public community and technical colleges increased from 29 percent to 41 percent, and the percentage of men in this category decreased from 71 percent to 59 percent.



Minority Women

Although women as a group have been historically underrepresented among public university full-time faculty, minority women have been even less represented. In 1989, 15.2 percent (539) of the 3,542 women faculty in public universities were members of minority groups. In 1995, however, that figure increased to 17.9 percent (778) of 4,337 women faculty.*

Minority Women Faculty
Public Universities

	1989	Percentage of All Women Faculty	1995	Percentage of All Women Faculty
Black	268	7.6	329	7.6
American Indian	9	0.2	15	0.3
Asian	98	2.8	148	3.4
Hispanic	164	4.6	286	6.6
White	3,003	84.8	3,559	82.1
Total	3,542*	100	4,337*	100

*Figures do not include international faculty

At public community colleges in 1989, minority women comprised 16.4 percent (565) of the 3,450 women faculty. In 1995, that figure increased to 19.6 percent (802) of the 4,076 women.

Minority Women Faculty
Public Community and Technical Colleges

	1989	Percentage of All Women Faculty	1995	Percentage of All Women Faculty
Black	270	7.9	340	8.4
American Indian	14	0.4	24	0.5
Asian	25	0.7	51	1.2
Hispanic	256	7.4	383	9.4
White	2,885	83.6	3,278	80.5
Total	3,450*	100	4,076*	100

*Figures do not include international faculty

Presidents/Chancellors

The number of women presidents and chancellors increased slightly at public universities (from three to four) from 1991 to 1995, while they nearly tripled at community colleges (from four to 11) during that same period. Of the total number of presidents and chancellors for both colleges and universities in 1991, 6 percent were female. By 1995, that number had increased to 14 percent.

Women Presidents and Chancellors

	1991	Percentage of Women Presidents and Chancellors	1995	Percentage of Women Presidents and Chancellors
Universities	3		4	
Community Colleges	4		11	
Technical Colleges	0		0	
Total Women	7	6%	15	14%
Total Men	107	94%	95	86%
Total All	114	100%	110	100%

Governing Boards

The number of women on public university governing boards increased from 33 in 1991 to 36 in 1995. The number increased from 63 to 83 at community colleges during the same period. Of the total number of governing board members for both colleges and universities in 1991, 19 percent were female. By 1995, that number had increased to 24 percent.

Women on Governing Boards
Texas Public Higher Education Institutions

	1991	Percentage of Women on Governing Boards	1995	Percentage of Women on Governing Boards
Universities	33		36	
Community Colleges	63		83	
Technical Colleges	1		1	
Total Women	97	19%	120	24%
Total Men	414	81%	390	76%
Total All	511	100%	510	100%

Implications of the Representation of Women in Texas Higher Education

There continues to be a disparity between the number of men and women in full-time tenured faculty positions, especially at public universities. It is evident by the large percentage of women now on a tenure-track that these institutions are working to increase the numbers of women faculty in tenured positions. However, it remains to be seen whether a significant number of women will move from tenure-track to tenure faculty positions. While women represent nearly one-third of the full-time university faculty members in 1995, only 17.9 percent of these women faculty are minority, while 82.1 percent are White. At public community colleges in 1995, women represent close to one-half of the full-time faculty. Nearly 20 percent of the women faculty are minority, while 80.5 percent are White.

These figures indicate that Texas public colleges and universities should be encouraged through *Access and Equity 2000* to work more effectively toward diversity in achieving the employment goals of the plan. A more thorough discussion regarding the underrepresentation of minority faculty and staff is included in the report of the Advisory Committee on Women and Minority Faculty and Professional Staff in Appendix 1.

Part 2: The Representation of Racial and Ethnic Minorities in Texas Public Institutions of Higher Education

Overview

After studying the Texas higher education system from 1978 to 1980 as a result of the *Adams Case*, the federal Office for Civil Rights (OCR), U.S. Department of Education, notified the State of Texas in January 1981 that Blacks were segregated and Hispanics underrepresented in student enrollment and staff at public colleges and universities. As a result, the state submitted a provisional plan in 1981 and, after negotiations with OCR, a final plan in June 1983.

The first Texas Plan for improving minority participation, entitled the *Texas Equal Educational Opportunity Plan*, was a federally monitored effort covering the years 1983 to 1988. The plan established specific objectives to increase Black and Hispanic enrollment in the state's public postsecondary institutions and in public graduate and professional programs. It also set up minority retention goals and measures to improve articulation between junior and senior level institutions. Progress in these and other areas of the plan was limited. Overall, the percentage of Blacks enrolled remained static, while the percentage of Hispanics enrolled showed an increase of over 3 percent. The state made progress, however toward meeting two of the plan's stated goals regarding enhancements at Texas' two historically Black institutions, Prairie View A&M University and Texas Southern University. The physical facilities of both institutions were greatly improved and new, unduplicated academic programs were added to the curricula.

In 1987, Le Gree S. Daniels, Assistant Secretary for OCR, said, "After relevant information has been collected and reviewed, OCR will meet with state officials to discuss preliminary findings." He further stated that, "Texas should continue to implement its plan until the evaluation is completed and until this state and OCR have reached an agreement on what, if any, further action may be required." Pending this evaluation by OCR, Texas voluntarily developed and implemented a second five-year plan, the *Texas Educational Opportunity Plan* (Texas Plan).

This second Texas Plan was developed by the Texas Higher Education Coordinating Board with the assistance of a 10-member advisory committee comprised of representatives from Texas colleges and universities. The advisory committee was co-chaired by Dr. Max Castillo, then president of San Antonio College and now president of the University of Houston-Downtown. The plan became effective in September 1989 and continued through August 1994.

The Texas Plan identified both institutional and state responsibilities. The three primary objectives for the institutions were increasing Black and Hispanic undergraduate recruitment, enrollment and retention; increasing the enrollment of graduate and professional students; and increasing the numbers of Hispanic and Black employees in the state's higher education system.

State responsibilities included the continued enhancement of the historically Black institutions, providing funds and expertise to South Texas institutions, and increasing support to other institutions with large minority populations. Another identified state objective was increasing the proportion of Blacks and Hispanics serving on the appointed Texas Higher Education Coordinating Board and institutional governing boards. Finally, the plan outlined general functions of the state and recommended particular programs.

This report provides an account of how, and to what extent, these goals have been met. The analyses uses validated figures through 1995. The report indicates the rate of minority participation in Texas public higher education and presents comparative data, reviewing changes that occurred with the implementation of the first Texas Plan (1983) with those that took place under the second plan (1989) and are taking place under the third plan, *Access and Equity 2000*, which began in September 1994.

The first part of this report addresses the institutional responsibilities. Next, there is a comprehensive statement of state responsibilities followed by a review of the activities carried out under the state's general functions.

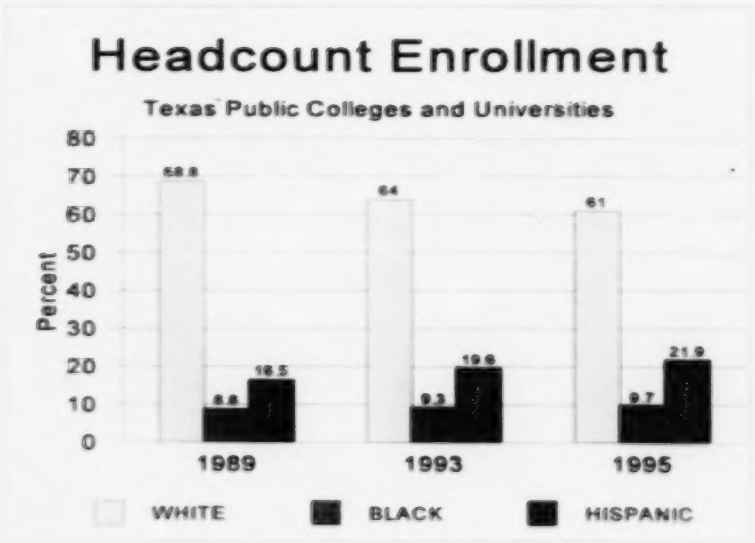
The second part of this report assesses the current status and outlines expectations of the new plan, Access and Equity 2000. The *Access and Equity 2000* plan was developed by the Texas Higher Education Coordinating Board with the help of a 20-member advisory committee representing administrators, faculty, and students of Texas public colleges and universities. Julius Becton, then president of Prairie View A&M University, and J. William Wenrich, chancellor of Dallas County Community College District, co-chaired this advisory committee.

INSTITUTIONAL RESPONSIBILITIES

Total Student Enrollment, Fall 1989-Fall 1995

From fall 1989, when the second *Texas Educational Opportunity Plan* began, to fall 1995, Black and Hispanic students entered Texas public colleges and universities in larger numbers. Despite this, high school graduates from those two groups enrolled in higher education institutions at significantly lower rates than White high school graduates.

Proportionally, the overall number of Hispanic students enrolled in the colleges and universities increased during the 1989-1995 period, while the proportion of White students decreased and the proportion of Black students remained relatively unchanged. During that period, Hispanic student enrollment increased by 87,839 and Black student enrollment increased by 17,505. White student enrollment increased by 10,381.



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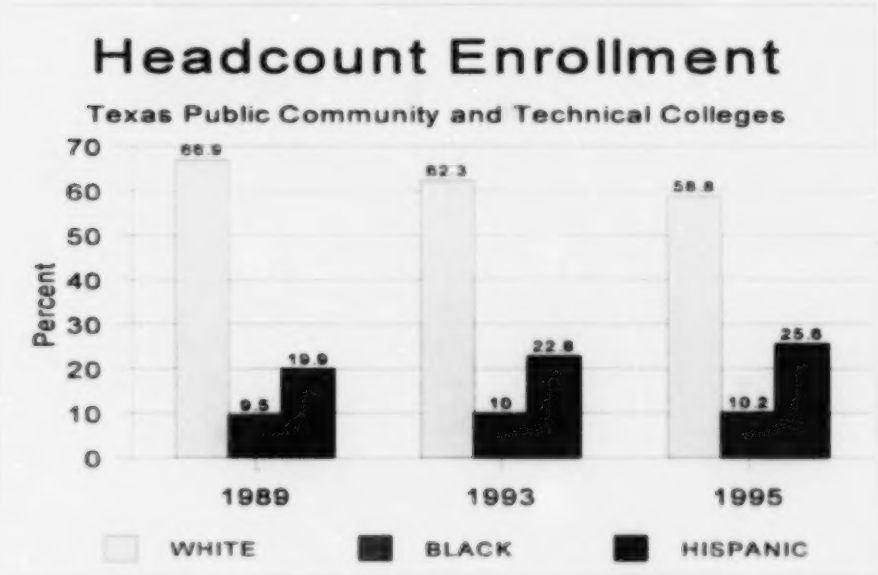
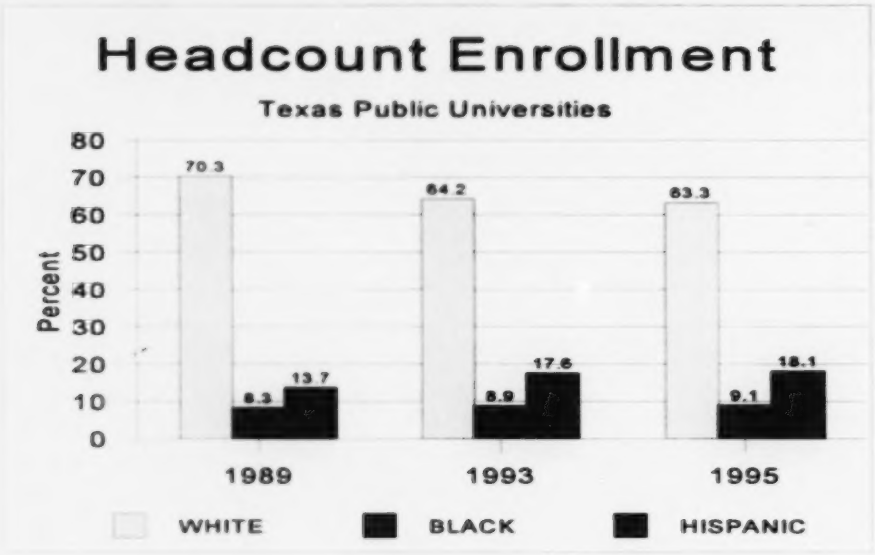
Undergraduate Recruitment, Enrollment, Retention, and Graduation of Black and Hispanic Students, Fall 1989-Fall 1995

Recruitment and Enrollment

The proportion of Black and Hispanic students enrolled in the student body of the state's public colleges and universities increased from fall 1989 to fall 1995, but these groups remain significantly underrepresented among all students. Blacks and Hispanics together accounted for approximately 43 percent of Texas' 15-to-34 age population in 1993, but they represented only 29.16 percent of student enrollment in public colleges and universities.

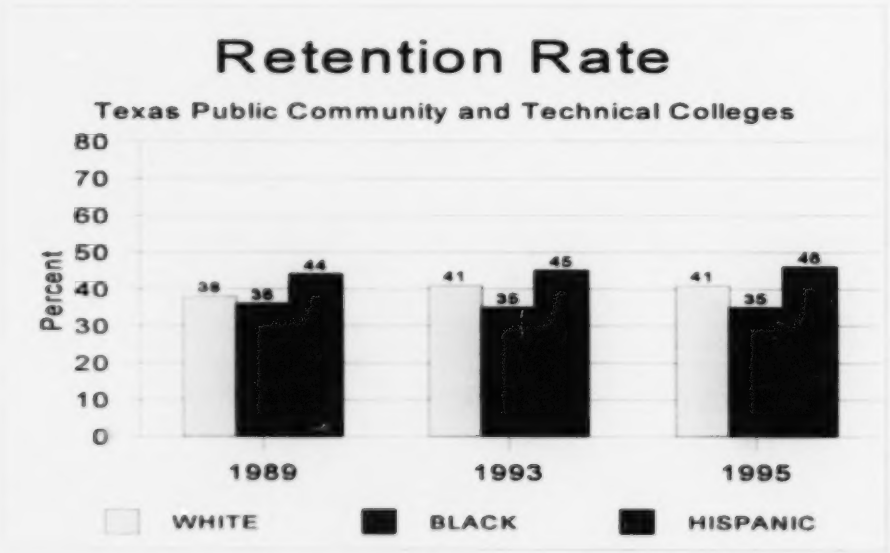


At community and technical colleges during this period, the enrollment of Black students increased from 34,718 students to 41,606 students, or by 19.8 percent. The proportion of Hispanic students increased 44.6 percent from 72,237 students to 104,426 students. Although the number of White students increased between fall 1989 and fall 1993 from 243,415 students to 253,690; between fall 1993 and fall 1995 White students decreased to 240,215. The percent of White students enrolled at community and technical colleges decreased steadily from fall 1989 to fall 1995, while the percent of Hispanic students entering these institutions steadily increased. The percent of Black students remained static.

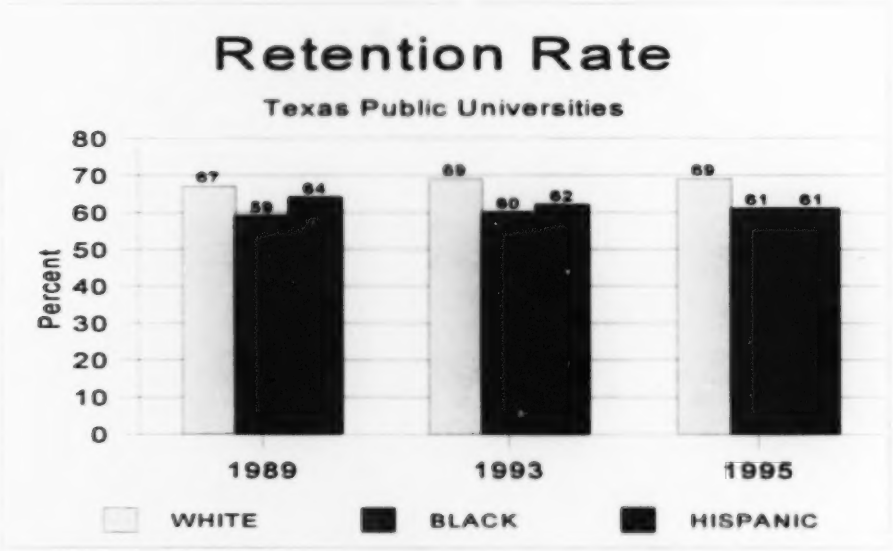


At public universities during this period, the enrollment of Black students increased from 33,946 to 36,517, up 2,571 students. The enrollment of Hispanic students increased by 17,815, moving from 54,757 to 72,572 students. The number of White students enrolled in universities decreased substantially from 281,256 in 1989 to 253,540 in 1995, down 27,716 students.

Retention and Graduation



For first-time-entering freshmen at public community and technical colleges from fall 1989 to fall 1995, the retention rate for Hispanic students was higher than for White students. Retention rates increased from 44 to 46 percent for Hispanic students while the retention rate for White students increased from 38 to 41 percent. The retention rate for Blacks decreased slightly, from 36 percent to 35 percent.

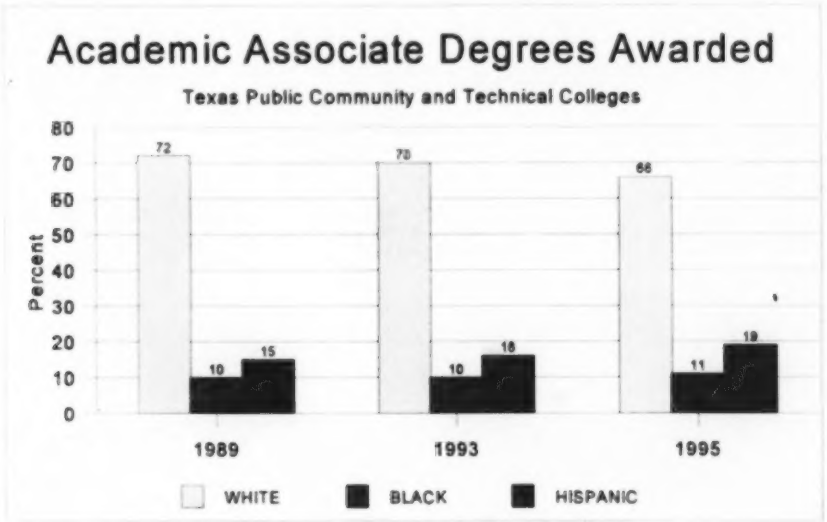


At universities from fall 1989 to fall 1995, the retention rate for Black students who were first-time-entering freshmen increased from 59 to 61 percent, but decreased from 64 percent to 61 percent for Hispanic students. The retention rates for White students during this period increased from 67 percent to 69 percent.

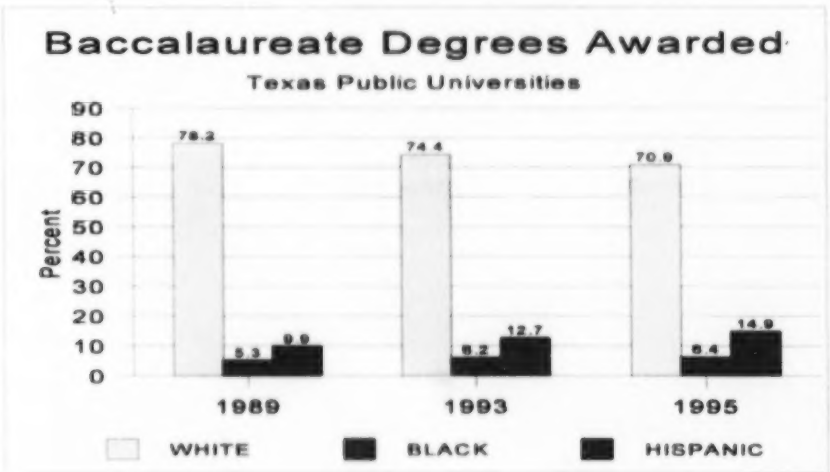
However, an increase in the retention rate one year after students enter college does not predict graduation rates. Of the first-time-entering freshmen in public universities who were enrolled in at least 12 hours of course work for six years, beginning in 1989 and ending in 1995, 54 percent of White students graduated. But in this same freshman cohort, only 35 percent of Hispanic students graduated and only 28 percent of Black students graduated.

Undergraduate Degrees Awarded

The numbers of undergraduate Black and Hispanic students earning degrees increased from fall 1989 to fall 1995. The numbers for White students decreased during that period.



Academic associate degrees were awarded to 850 Black students in 1989 and 1,019 in 1995; 1,291 Hispanic students in 1989 and 1,740 in 1995; 6,254 White students in 1989 and 6,099 in 1995.



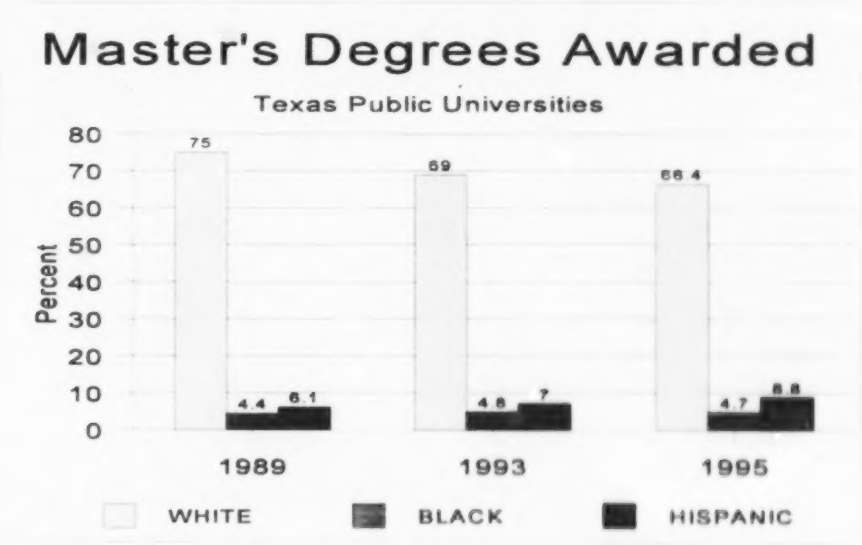
Baccalaureate degrees were awarded to 2,367 Black students in 1989, increasing to 3,427 in 1995. In 1989, 4,458 Hispanic students earned baccalaureate degrees. This number increased to 7,931 in 1995. White students earned 35,084 degrees in 1989, increasing to 38,863 in 1993, and decreasing to 37,743 in 1995. Overall, Hispanics accounted for an increasing proportion of the undergraduate degrees awarded between 1989 and 1995.

Graduate and Professional School Recruitment, Enrollment and Graduation of Black and Hispanic Students, Fall 1989 - Fall 1995

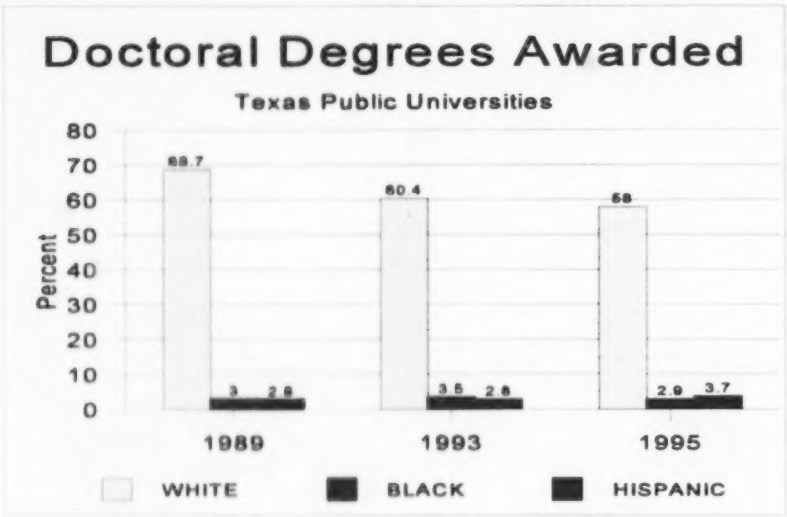
Recruitment and Enrollment

Though the number of Black and Hispanic students enrolled in public graduate schools increased by 238 and 1,079 students, respectively, from fall 1989 to fall 1993, these groups continued to be underrepresented. There were 3,421 Black students in graduate schools in 1989 and 3,659 in 1993. Hispanics showed a greater increase from 5,173 in 1989 to 6,252 in 1993, while White enrollment decreased from 47,749 in 1989 to 47,618 students in 1993. In 1995, White enrollment increased to 48,626, Blacks to 4,844 and Hispanics to 7,647.

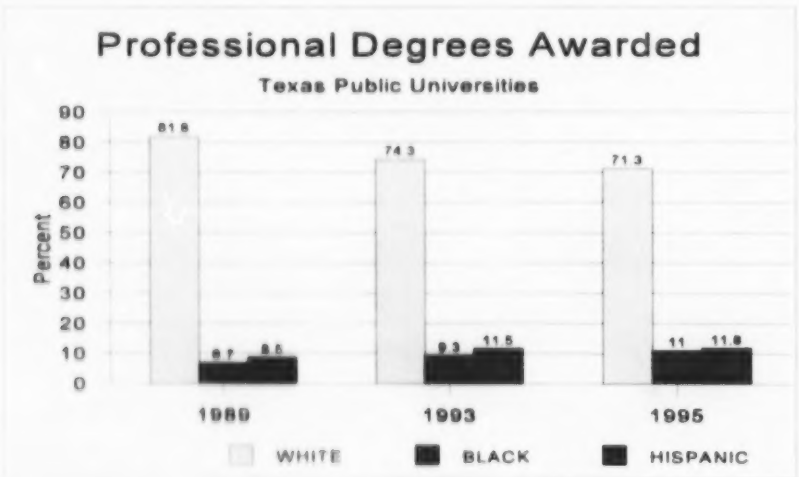
Graduation



The number of master's degrees awarded to Black and Hispanic students increased from 1989 to 1995. Master's degrees were awarded to 591 Black students in 1989 and 801 in 1995; 822 degrees were awarded to Hispanic students in 1989 and 1,486 in 1995; and 10,084 degrees were awarded to White students in 1989 and 11,131 in 1995.

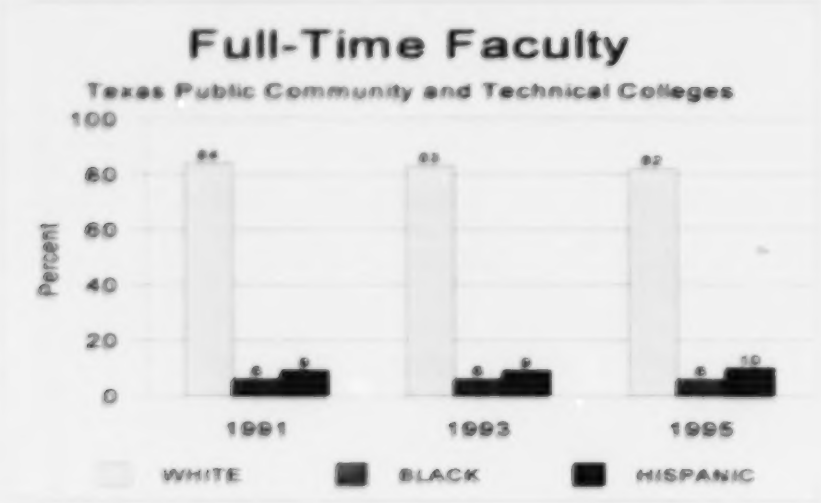


The number of doctoral degrees awarded to Black and Hispanic students increased from 1989 to 1995. In 1989, Black students received 55 doctoral degrees. This figure increased in 1993 to 77, but decreased in 1995 to 64. Doctoral degrees awarded to Hispanic students steadily increased from 52 in 1989 to 58 in 1993 and to 82 in 1995. For White students, the number of doctoral degrees awarded steadily decreased from 1,281 in 1989 to 1,259 in 1993, and 1,257 in 1995.

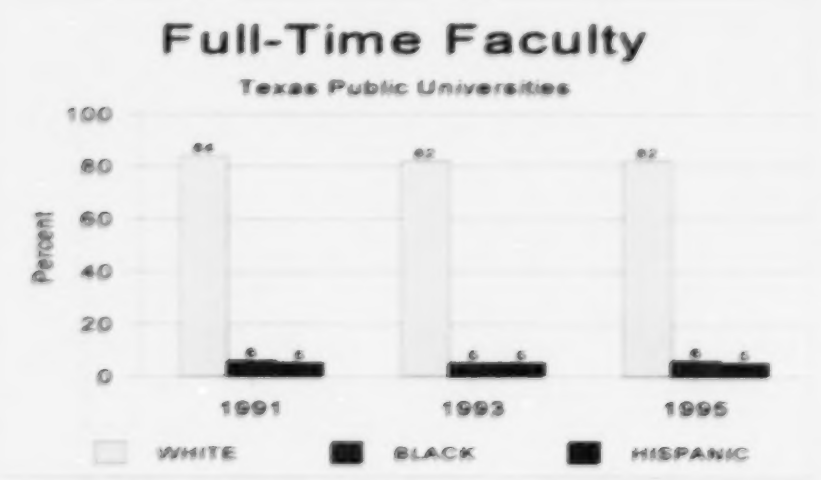


At the public professional schools, there was a substantial increase in the number of degrees awarded to both Black and Hispanic students. Professional degrees granted to Black students steadily increased from 82 in 1989 to 127 in 1993, then to 139 in 1995. Professional degrees awarded to Hispanic students increased from 104 in 1989 to 157 in 1993, then decreased to 149 in 1995. The number of White students receiving these degrees decreased from 1,077 in 1989 to 1,015 in 1993 and to 895 in 1995.

Employment of Faculty and Professional Staff

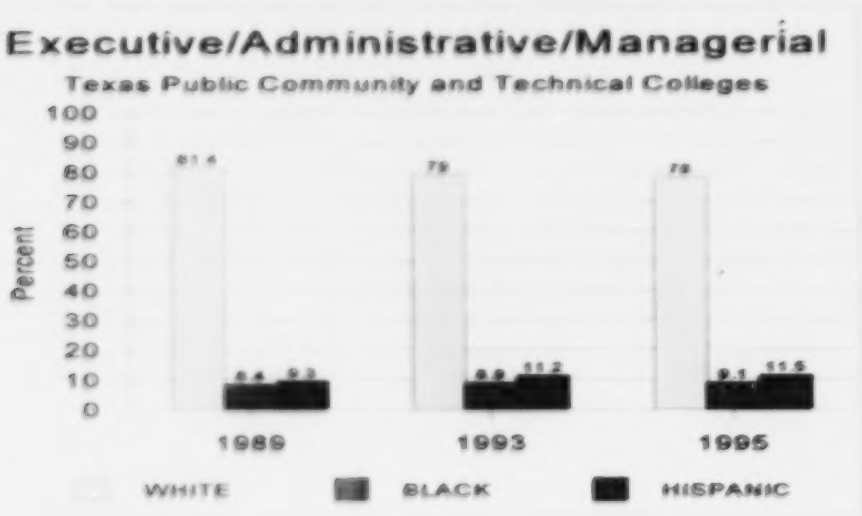


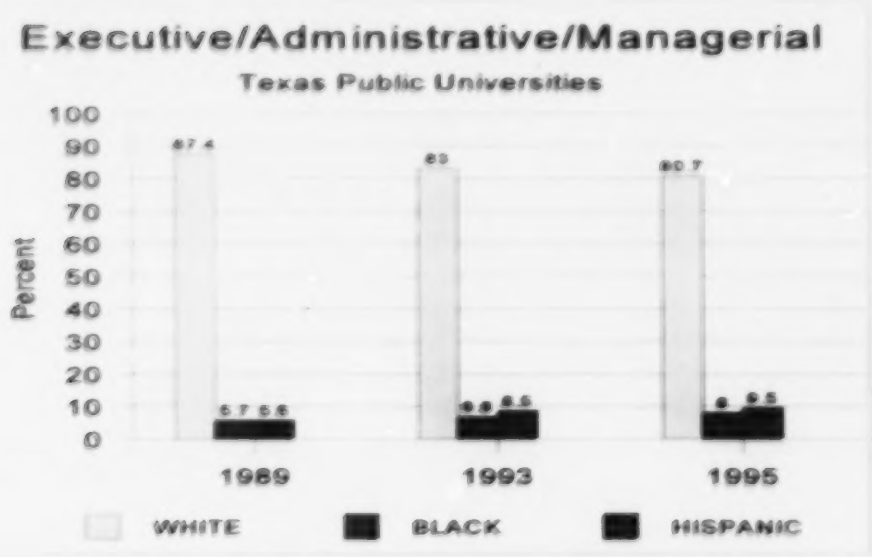
There were only minimal increases in the numbers of Black and Hispanic faculty at Texas public colleges and universities from fall 1989 to fall 1995. At community and technical colleges, Black full-time faculty increased from 468 (6 percent) in 1991 to 535 (6 percent) in 1995. Hispanics accounted for 730 (9 percent) of community college faculty in 1991 and 889 (10 percent) in 1995. For Whites, the proportion of full-time faculty changed only slightly during this period, from 84 percent in 1991 to 82 percent in 1995.



At Texas public universities, Blacks accounted for 818 (6 percent) of full-time faculty in 1991 and decreased to 776 (6 percent) in 1995. There were 602 (5 percent) Hispanic faculty in 1991 and 745 (5 percent) in 1995. For White faculty, the proportion changed only slightly from 84 percent in 1991 to 82 percent in 1995.

Between 1989 and 1995, there were only minimal increases in the numbers of Black and Hispanic administrative staff in Texas' public colleges and universities. The number and percentage of Black administrators in Texas public community and technical colleges increased from 124 (8.4 percent) in 1989 to 148 (9.1 percent) in 1995. The number and percentage of Hispanic administrators increased from 137 (9.3 percent) in 1989 to 187 (11.5 percent) in 1995. For Whites, the numbers increased from 1,195 to 1,266, but the proportion decreased from 81.4 percent to 78 percent in 1995.



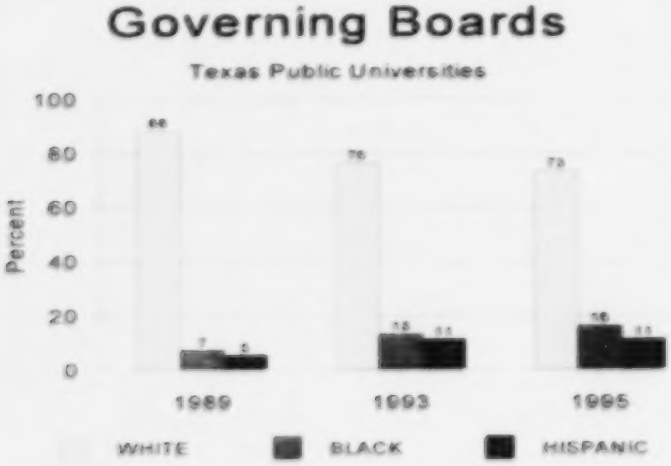


Since 1989, the number of Black administrators in Texas public universities increased from 138 (5.7 percent) in 1989 to 242 (8.0 percent) in 1995. The number and percentage of Hispanic administrators increased from 135 (5.6 percent) in 1989 to 287 (9.5 percent) in 1995. For Whites, the numbers increased from 2,108 in 1989 to 2,430 in 1993 while the proportion decreased from 87.4 percent to 80.7 percent in 1995.

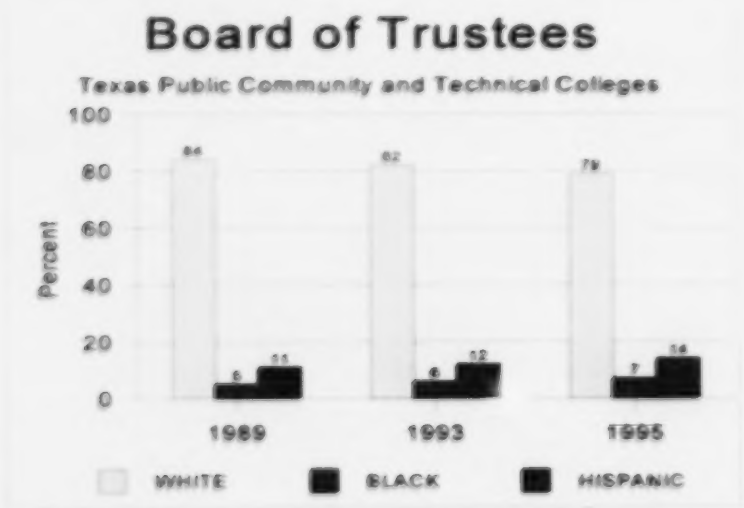
STATE RESPONSIBILITIES

Board Representation

The numbers of Blacks and Hispanics on the governing boards of Texas public institutions of higher education increased from 1989 to 1995. In 1995, there were 16 Blacks and 10 Hispanics on the governing boards of Texas public universities. In 1989, only seven Blacks and eight Hispanics served on the boards of Texas public universities.



In 1995, there were 26 Blacks and 54 Hispanics among the 403 locally elected trustees for the community colleges. In 1989, Blacks accounted for 20 and Hispanics for 43 of 389 community college trustees. In 1995, one Black and two Hispanics were on the governing board of the Texas State Technical College System, while in 1989 there were two Hispanics, but no Black members.



GENERAL FUNCTIONS OF THE STATE AND PROGRAM INITIATIVES

The second *Texas Educational Opportunity Plan* (1989-1994) called for the state to provide guidance and technical assistance to institutions in their development and implementation of equal opportunity plans. It also called for monitoring and evaluating these efforts. The Coordinating Board's review of both the statistical and narrative reports the institutions were required to submit in alternate years, respectively, over the life of the plan, provided a base for assessing institutional progress.

In the fall of 1990, members of the Coordinating Board's Educational Opportunity Committee visited eight institutions to determine the status of Blacks and Hispanics on these campuses. These visits generated a series of recommendations approved unanimously by Board which were disseminated to the public colleges and universities. The institutions were asked to include in their required narrative reports their progress in implementing the Board's recommendations. These ranged from creating campus environments conducive to helping Black and Hispanic students succeed to increasing the number of Black and Hispanic faculty.

In the fall of 1991, after the submission of the first narrative report by the institutions, a task force comprised of 25 members from higher education institutions met to review the implementation efforts of the colleges, universities, and health centers. A report identifying deficiencies and suggesting improvements was sent to each institution. Campus visits by Coordinating Board staff and consultations by phone, mail, and at the Coordinating Board offices also supported the attempts of institutions to carry out their responsibilities under the plan.

To help institutions meet the goal of recruiting Black and Hispanic faculty and staff, a Search Advisory Committee was created in 1992. Under the aegis of the Coordinating Board's Access and Equity Division, this group developed a publication, *Search Guidelines to Enhance Diversity*, which continues to be widely disseminated and used on campuses. The Board also established *The Texas Higher Education Minority Faculty and Administrator Registry* in 1989 to help Black and Hispanic applicants find faculty and administrative positions in Texas public colleges and universities. The registry went "on-line" in 1994 with more than 2,000 applicants in its data base. It continues to advertise nationally through the Internet and other media (Appendix 3).

Through the Access and Equity Division, the Coordinating Board administered the *Academic Leadership Academy* from 1992-1994. This program, developed by the American Association of State Colleges and Universities (AASCU) and funded by the M.K. Kellogg Foundation, provided 13 new and aspiring minority and women administrators with skills to help them become better qualified to obtain senior administrative positions in Texas public colleges and universities.

The Coordinating Board's Access and Equity Division initiated establishment of the *Texas Association for Access and Equity*, a multicultural professional organization composed of personnel in higher education identified by their institutions as Texas Plan representatives. This group defined its primary purpose as "fully implementing the access and equity goals of the *Texas Educational Opportunity Plan (1989)* or its successor." The association established an annual conference, co-sponsored by the Coordinating Board,

which includes a job fair. The first conference, which emphasized equal employment opportunity training, convened in Arlington, Texas, in 1993 and included the second public hearing for *Access and Equity 2000*, the successor plan, which was enacted in 1994. The second conference was held in Houston, the third in Corpus Christi and the most recent in San Antonio with the theme "working collaboratively," with the Texas Education Agency and the Texas Commission on Human Rights as co-sponsors (Appendix 4).

In accordance with the Texas Plan, the Coordinating Board continued to support legislative funding for minority scholarships, student recruitment and retention efforts, and faculty recruitment. As part of this effort, legislation was passed in 1993 by the 73rd Legislature to establish the Minority Doctoral Incentive Program. The program provides guaranteed loan repayment to minority students who pursue a course of study leading to a doctoral degree. The loans are repaid at 20 percent for each academic year served by the recipient as a full-time faculty member or academic administrator at a Texas public or private institution. Funds were appropriated by the 74th Texas Legislature to support the program, and 15 students were admitted. Two of the students have fulfilled the requirements of their doctoral program (Appendix 5).

Over the course of the plan, the Board used federal funds for a range of programs that addressed the goal of increasing the numbers of minority students in higher education. Many of these programs, such as *College Bound*, the Higher Education Mathematics/ Science Program (Eisenhower), and TEXPREP, continue to focus on reaching students long before they reach college age. The Board's recommendation that institutions provide admissions and financial aid workshops for minority middle and secondary school students and their parents also was important in the effort to ensure that a wider range of students pursue higher education. All institutions are making strides in this direction. A copy of the 1989-1994 Narrative Report is included in Appendix 6.

The Joint Advisory Committee of the Coordinating Board and the Texas Education Agency, which considers issues of common concern, and the annual Commissioners' Conference, sponsored by the Commission on Standards for the Teaching Profession, provided additional forums for expanding linkages between the public schools and postsecondary institutions to strengthen the participation of minority students in higher education. Linking schools, colleges, the business community and other state agencies for this purpose also was a goal of the 1994 *Texas Symposium on Engineering, Math and Science Partnerships for Minorities and Females* organized by the Coordinating Board, private corporations, and the Texas Education Agency.

In response to the Texas Plan stipulation that the state provide direction in the development of articulation agreements between community colleges and senior institutions, the Coordinating Board co-sponsored a *Transfer Conference* in 1992. Two separate transfer agreements, involving two community colleges and six universities, were developed to facilitate the transfer of minority students and help them obtain a baccalaureate degree. The Coordinating Board also facilitated the efforts of the Texas Association of College Registrars and Admission Officers to develop a common course numbering system which greatly improves articulation.

The Coordinating Board's Annual Access and Equity Recruitment and Retention Conference, held each April, remains the most broadly based conference for addressing the needs of minorities and women in higher education. It provides a viable forum for sharing information about exemplary and innovative programs that support the participation of minorities as students, faculty, staff, and administrators at institutions of higher education. The conferences held during 1984-1996 addressed the issues identified in the Texas Plan, including articulation, remedial education, program opportunities, and outreach programs involving the public schools. The 1997 conference continued this tradition, has expanded as a national forum, and addresses issues in Texas higher education (Appendix 7). The theme of the Thirteenth Annual Access and Equity Recruitment and Retention Conference (1997) was *Diversity in the Face of Challenge: Higher Education in Texas and Beyond, A Call to Action*, which was highly appropriate as Texas public higher education complies with the Fifth Circuit Court Ruling regarding *Hopwood v. Texas* and the review by the Office for Civil Rights of the U.S. Department of Education.

SUMMARY AND CONCLUSIONS

Clearly, strides have been made under three Texas Plans. Most notably, the numbers of Black and Hispanic students entering Texas colleges and universities have increased. Overall, an increase in the numbers of these groups at the faculty and administrative levels has also occurred, while Black and Hispanic representation on our institutions' governing boards continues to increase.

More must be done to achieve the parity emphasized in the third and current *Texas Educational Opportunity Plan* for Public Higher Education, *Access and Equity 2000*. Particular attention must to be paid to the static enrollment rate of Black students. For both Black and Hispanic students, more work must be done to retain and graduate students. A low graduation rate at the baccalaureate level influences the potential for the number of students to obtain advanced degrees. This, in turn, impacts the pool needs to increase the number of Black and Hispanic faculty at institutions, where they are still seriously underrepresented.

Increasing the presence and influence of minority faculty, administrators and professional staff on each college and university campus is vital for preparing all students in Texas to meet the needs of a changing world. For underrepresented students, the addition of faculty and administrators from similar population groups allows a greater sense of connection and affiliation with the institution and its mission and plays an important part in retention. For students from groups that are well represented on a campus, the addition of faculty and administrators from underrepresented groups can enhance their ability to become more productive in our multicultural society.

Access and Equity 2000 began in September 1994 and will continue through August 2000. Following its guidelines, each college and university has developed a unique plan under which significant gains are expected to be made toward achieving true equity in Texas higher education as the state enters the 21st century.

APPENDIX

Appendix 1	Final Report of the Advisory Committee on Women and Minority Faculty and Professional Staff
Appendix 2	Access and Equity 2000 Plan
Appendix 3	Texas Higher Education Minority Faculty and Administrator Registry
Appendix 4	Texas Association for Access and Equity
Appendix 5	Minority Doctoral Incentive Program
Appendix 6	Texas Educational Opportunity Plan for Higher Education Narrative Report 1989-1994
Appendix 7	Access and Equity Recruitment and Retention Conference

Copies of Coordinating Board publications cited in appendices may be requested from the Texas Higher Education Coordinating Board, Access and Equity Division, P.O. Box 12788, Austin, Texas 78711

FINAL REPORT

THE ADVISORY COMMITTEE ON WOMEN AND MINORITY FACULTY AND PROFESSIONAL STAFF

THE TEXAS HIGHER EDUCATION COORDINATING BOARD

JANUARY 1997

Access and Equity 2000

The Texas Educational Opportunity Plan for Public Higher Education

September 1994 through August 2000

January 1994

Prepared by the Texas Plan Advisory Committee

Texas Higher Education Coordinating Board
Access and Equity Division
P. O. Box 12788 • Austin, Texas 78711
Telephone 512-483-6140 • Fax 512-483-6149

The Access and Equity Division has developed the Texas Higher Education Minority Faculty and Administrator Registry as mandated by the Texas Educational Opportunity Plan for Public Higher Education. By filling out this application, your name will be placed in the Registry, and a request for updating your file will be mailed to you every year. As positions become available in the state, we will match applicants to open positions and forward this information to requesting institutions. It is the responsibility of the institution to follow up and contact job applicants. There is no charge for this service.

Minority Faculty and Administrator Registry

Ethnic Origin:
Black (Non-Hispanic) ___
Hispanic ___
Other (specify) ___

Dr. Mrs.
Ms. Mr.

Last Name _____ First Name _____ Middle Initial _____

Street Address _____

City _____ State _____ Zip Code _____

Home Telephone: (___) _____ Office Telephone: (___) _____

EDUCATION: Please list your academic qualifications, specifying level and area. Use ascending order listing associate, bachelor's, master's, and doctoral degrees when applicable. Be sure to use the corresponding three-digit codes to match your academic area from the discipline areas below.

Level of Degree	Major Code	Area of Degree/Certificates
Associate		
Bachelor's		
Master's		
Doctoral		
Certification		

Position(s) Desired:

Faculty: ☐ Yes ☐ No Professional, Non-Faculty: ☐ Yes ☐ No Administrator: ☐ Yes ☐ No

Please Note: **This is not an application or recommendation for employment at a university or college. I hereby certify that the above information is true, and I authorize the Texas Higher Education Coordinating Board to record, release, and publish this information.**

Signature: _____ Date: _____

DISCIPLINE AREA LIST

Code					
010	Agriculture	098	Education-ESL/Bilingual	180	Mathematics
020	Architecture & Environmental Design	100	Engineering	190	Military Science and Technologies
050	Business	110	Health Sciences	210	Physical Fitness & Recreational Activities
060	Communications	120	Home Economics	220	Physical Science (Physics, Chemistry, etc.)
070	Computer and Information Science	130	Industrial Arts	230	Psychology
090	Education-General	132	Language and Linguistics	240	Public Affairs
092	Education-Administration	140	Law and Legal Services	250	Social Science (History, Geography, etc.)
094	Education-Guidance & Counseling	150	Liberal Arts/General Studies	260	Social Work
096	Education-Elementary & Secondary	160	Library Science	270	Visual and Performing Arts
097	Education-Curriculum & Instruction	170	Life Sciences (Biology, Zoology, etc.)	280	Other (specify)

THECB 12/92

Minorities, women, and persons with disabilities are encouraged to apply.

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TEXAS ASSOCIATION FOR ACCESS AND EQUITY

Mission Statement

The Texas Association for Access and Equity was formed in 1991 to provide an opportunity for representatives to the Access and Equity Division of the Texas Higher Education Coordinating Board and others to meet as a formal organized group; establish open communication; address common issues; and create a network of college and university professionals whose responsibilities include implementing the goals of the *Texas Educational Opportunity Plan (1989) and its successor, Access and Equity 2000; The Texas Educational Opportunity Plan for Higher Education.*

Association Goals

Communication—To share and exchange intervention strategies that positively impact the presence of low social and economic backgrounds to include, but not limited to: African American, Hispanic, Asian American, Indian, women and persons with disabilities as students, faculty, staff and administrators in higher education.

Recruitment and Retention—To facilitate the recruitment and retention of low social and economic backgrounds to include, but not limited to: African American, Hispanic, American Indian, Asian American, women and persons with disabilities as students, faculty, staff and administrators in higher education through programs of development and scholarships.

Campus Climate—To assist administrators, faculty and professional staff to become more responsive to the concept of *"pluralism."

Professional Development—To promote the professional growth and development of members of the Association in fulfilling their respective roles.

Collaboration—To collaborate with K-12, business, and other agencies to encourage partnerships to advance access and equity in higher education.

* **Pluralism**: A state in society in which members of diverse ethnic, racial, religious, or social groups maintain an autonomous participation and development of their traditional culture or special interest within the confines of a common civilization.

Membership

Any and all persons identified by their institution as representative to the Access and Equity Division of the Texas Higher Education Coordinating Board or having responsibilities for the implementation of the *Access and Equity 2000 Plan* are encouraged to join through an institutional membership. In addition any private college or university can benefit from the activities and are welcome to join. The annual dues for the institutional membership is $150. Each person listed as a member will receive a copy of the Association's newsletter and receive discounted registration fees for Association sponsored programs.

Association Meetings

The Association conducts two general business meetings each year. The first as part of the Coordinating Board Spring Conference and the second during the TAAE Fall Professional Development Conference. The Association co-sponsors other meetings and professional development programs in cooperation with the Texas Higher Education Coordinating Board and other organizations and agencies.

Information

If you have questions concerning Association membership, please contact Sylvia Medina at (713) 998-6191.

For other information about the Association, contact:

Betty Stewart
President
(903) 886-5160

Casey Gonzales
Vice President
(817) 273-2106

Lewis Seals
Secretary
(817) 735-2357

The Texas Association for Access and Equity actively supports the principles of equal opportunity and affirmative action.

Texas Association for Access and Equity
501(c)(3) Organization
Institutional Membership

Institution

_____

Access and Equity Coordinator (if applicable)

Name: _____

Title: _____

Address: _____

_____

Phone/FAX/E-mail: _____

Complete 4 additional member forms per institution:

Name & Title: _____

_____

Institution: _____

Address: _____

Phone/FAX/E-mail: _____

_____

Educational Degree: _____

Professional Experience and Interest: _____

_____

_____

Mail application and check to:
Sylvia Medina, Treasurer
Texas Association for Access and Equity
San Jacinto College
4624 Fairmont Parkway, Suite 206
Pasadena, TX 77504-3398
(713) 998-6191
FAX (713) 998-6185
Federal Tax I.D. Number: 74-2674212

Information:

For additional information about the Minority Doctoral Incentive Program and application forms, contact your Dean of Graduate School.

Betty N. James, Assistant Commissioner
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Austin, Texas 78711
Tel: (512) 483-6140
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Access and Equity Division
Texas Higher Education Coordinating Board

Minority Doctoral Incentive Program

Purpose

The purpose of the Minority Doctoral Incentive Program (MDIP) is to increase the number of minority students pursuing doctoral degrees and to increase minority representation among the faculty and academic administrators in public and independent institutions of higher education in Texas. For the purposes of this program, a minority student is defined as a member of a group that is underrepresented in an academic discipline.

Selection of program participation is based on underrepresentation in the field or study, academic achievement, and the student's intent to pursue a career as a faculty member or administrative member at a public or independent college or university in Texas. Full time students may participate in the program for up to four consecutive years.

The 73rd Legislature authorized the Coordinating Board to establish the Minority Doctoral Incentive Program and the 74th Legislature appropriated funds for its implementation.

The Texas Higher Education Coordinating Board does not discriminate on the basis of race color, national origin, gender, religion, age or disability in employment or the provision of services.

Eligibility Requirements

Eligible doctoral students are those accepted for admission as full-time graduate students in a doctoral program or a master's program with a commitment to pursue a doctorate. An eligible doctoral student must:

- be a member of a group that is **significantly underrepresented** in an academic discipline, as determined by the Commissioner of Higher Education;
- be eligible to pay **resident tuition and fees** or be a **resident** of a state having a program similar to this program. Eligible nonresidents shall qualify to pay the same tuition as a Texas resident;
- be **nominated** to participate in this program by the chief executive officer of the institution;
- be **mentored** in the graduate program leading to the doctoral degree while a member of the MDIP program;
- be **accepted** for full-time enrollment or be **enrolled** full time in a Board-approved graduate or professional degree program leading to a doctoral degree or be accepted for full-time enrollment or enrolled full time in a Board-approved master's degree program leading to a doctoral degree;
- not have **defaulted** on any education loan; and
- have submitted to the board a properly **completed application** for participation in the program and for a conditional guarantee of loan repayment.

The Guarantee

A student selected to be in the program must obtain a loan to address financial need as determined by the institutional financial aid office. The student then obtains a conditional repayment guarantee for that loan from the Coordinating Board. After the doctoral degree is earned and the student becomes employed in a public or independent college or university in Texas as a faculty member or academic administrator, the Coordinating Board will repay 20% of the outstanding principal and interest of educational loans received after admission into the program for each year of employment up to five years.

An eligible educational loan:

- Is for one year of an academic program that does not exceed four consecutive years,
- Does not exceed $14,000 during a 12 month period,
- Is made at simple interest,
- Is made by an eligible lender,
- Is obtained in pursuit of a doctoral degree or a masters degree when the student has a commitment to pursue the doctoral degree, and
- Is made to cover reasonable expenses related to participation in the program.

For a complete listing of the rule contact your Dean of Graduate School.

A REPORT ON THE TEXAS EDUCATIONAL OPPORTUNITY PLAN FOR PUBLIC HIGHER EDUCATION 1989 -1994

Texas Higher Education Coordinating Board

The 13th Annual Access & Equity Recruitment and Retention Conference

Diversity in the Face of Challenge: Higher Education in Texas and Beyond, A Call to Action

April 6-9, 19[illegible]
Omni Hotel
San Antonio, Texas

Sponsored by the
Texas Higher Education Coordinating Board

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The Texas Higher Education Coordinating Board does not discriminate on the basis of race, color, national origin, gender, religion, age or disability in employment or the provision of services.

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